

KEY KNOWLEDGE PROGRESSION DOCUMENT – Religious Education (Notts Agreed Syllabus 2026)

| Strand    | Nursery                                                                                                                   | Reception                                                                                                                                       | Year 1                                                                                                                                                                                                                                                                                                     | Year 2                                                                                                                                                                                                                                                                                                                                               | Year 3                                                                                                                                                                                                                                                    | Year 4 | Year 5                                                                                                                                                                                                                                                                                                                              | Year 6                                                                                                                                                                                                                                                                                                                                                                                        | Year 7                                                                                         |
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| Believing | <p>REN.1 Know a collection of stories that are special <b>(S)</b></p> <p>REN.2 Know who is special to them <b>(S)</b></p> | <p>RER.1 know which stories are special <b>(S)</b> and explore why <b>(P)</b></p> <p>RER.2 know which people are special and why <b>(S)</b></p> | <p>RE1.1a know stories of Jesus <b>(S)</b></p> <p>RE1.1b know what we can learn from the stories of Jesus <b>(S)</b> and reflect on what they mean to them <b>(D)</b></p> <p>RE1.2a know how we show we care for others <b>(S)</b></p> <p>RE1.2b know why it matters to show others we care <b>(S)</b></p> | <p>RE2.1a know some Christian and Jewish stories <b>(S)</b></p> <p>RE2.1b know and explore why some stories are important in religions <b>(P)</b></p> <p>RE2.2a know what makes some people inspiring to others <b>(S)</b></p> <p>RE2.2b know the significance of Moses (Jewish) and St. Peter (Christian) <b>(S)</b> and explore why <b>(P)</b></p> | <p>RE3.1 know what we can learn from inspiring people in sacred texts and in the history of religions <b>(S)</b></p> <p>RE3.2 know how Christian people’s beliefs about God, Jesus, the world and others have impact on Christian’s lives. <b>(S)</b></p> |        | <p>RE5.1 know what we can learn from great leaders and inspiring examples in today’s world <b>(S)</b> and draw comparisons to their own experiences <b>(P)</b></p> <p>RE5.2 know what is expected of a person following a religion or belief <b>(S)</b> and make comparisons across religions including Christianity <b>(P)</b></p> | <p>RE6.1 know what sacred texts and other sources say about God, the world and human life <b>(S)</b> and reflect on what they mean to them in relation to their own lives and beliefs <b>(D)</b></p> <p>RE6.2 know what we can learn by reflecting on words of wisdom from religions and world views <b>(S)</b> expressing insights while agreeing or disagreeing respectfully <b>(D)</b></p> | <p>RE7.1 know and explore whether the teachings of Jesus stand the test of time <b>(D)</b></p> |

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| Strand     | Nursery                                                                                                                                           | Reception                                                                                                                                                                                                           | Year 1                                                                                                                                                                      | Year 2 | Year 3                                                                                                                | Year 4                                                                                                                                                                                                                                                                                                                                  | Year 5                                                                                                                                                                                                            | Year 6 | Year 7                                                                                     |
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| Expressing | <p>REN.3 Know what times are special to them E.g. birthday, Christmas <b>(S)</b></p> <p>REN.4 Know what places are special to them <b>(S)</b></p> | <p>RER.3 know what times are special <b>(S)</b> and give reasons why <b>(P)</b></p> <p>RER.4 know which places are special <b>(S)</b> and give reasons why places are special to some and not others <b>(P)</b></p> | <p>RE1.3 know who celebrates what <b>(S)</b> and give reasons why <b>(P)</b></p> <p>RE 1.4 know what ways churches and synagogues are important to believers <b>(S)</b></p> |        | <p>RE3.3 know where, how and why people worship <b>(S)</b> making comparisons across different beliefs <b>(P)</b></p> | <p>RE4.1 know what we can learn from Christianity: music and worship <b>(S)</b></p> <p>RE4.2 know the deeper meanings of some Hindu festivals <b>(S)</b></p> <p>RE4.3 know how people express their religious and spiritual ideas on pilgrimage <b>(S)</b> connecting this knowledge to non-religious spiritual journeys <b>(P)</b></p> | <p>RE5.3 know how religious and spiritual beliefs are expressed in arts, architecture, charity and generosity <b>(S)</b> and identifying how these have an impact locally, nationally and globally <b>(D)</b></p> |        | <p>RE7.2 know and extract what we can learn from visiting places of worship <b>(D)</b></p> |

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| Strand | Nursery                                                                                                                                                     | Reception                                                                                                                         | Year 1 | Year 2                                                                                                                                                                                                                                                                                                                                                     | Year 3                                                                                                 | Year 4                                                                                                                                                                                                                                                                                                                                                                          | Year 5                                                                                                                                                                                            | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                 | Year 7                                                                                                                                                                                                                                                                  |
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| Living | <p>REN.5 know that they belong in Nursery <b>(S)</b></p> <p>REN.6 know how we care for our immediate environment, e.g. classroom environment <b>(S)</b></p> | <p>RER.5 know what it means to belong <b>(S)</b></p> <p>RER.6 know how we can care for the Earth and living things <b>(S)</b></p> |        | <p>RE2.3 know what it is like to belong to the Christian religion today <b>(S)</b> and connect this knowledge to the way they live their own life <b>(P)</b></p> <p>RE2.4 know what Jewish people believe about God, creation, humanity and the natural world <b>(S)</b> and how Jews demonstrate this through the way they live their life <b>(P)</b></p> | <p>RE3.4 know how religious families and communities practise their faith <b>(S)</b> (e.g. prayer)</p> | <p>RE4.4 know how Hindu families practise their faith <b>(S)</b> and compare this to other belief studied <b>(P)</b></p> <p>RE4.5a know why some people think life is like a journey <b>(S)</b></p> <p>RE4.5b know what different people think about life after death <b>(S)</b> demonstrating tolerance and respect for views and beliefs, other than their own <b>(D)</b></p> | <p>RE5.4 know how people’s beliefs about God, the world and others have impacted on their lives <b>(S)</b> recognising how this learning aligns with their own values and identity <b>(D)</b></p> | <p>RE6.3 know how religions and faiths respond to local, national and global issues <b>(S)</b> and reflect on the impact of this <b>(D)</b></p> <p>RE6.4a know how we can make Nottinghamshire (and our locality) a place of tolerance and respect <b>(P)</b></p> <p>RE6.4b know what we can learn from people who resist discrimination and persecution <b>(S)</b> and how it impacts our own life values and choices <b>(D )</b></p> | <p>RE7.3 know what it is like to be a member of a religion in Britain today, reflecting on their own contributions to <b>society (D)</b></p> <p>RE7.4 know what is good and right, what is wrong and evil <b>(S)</b> and how to live by these guidelines <b>(P)</b></p> |

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| Strand           | Nursery | Reception                                                                                                                       | Year 1                                                                            | Year 2                                                                                 | Year 3                                                                                                   | Year 4                                                                                                                     | Year 5                                                                                                                                        | Year 6                                                                                              | Year 7 |
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| Asking questions |         | RER.7 Know how to begin to ask questions about their peers’ lives and make comparisons to their own, responding sensitively (D) | RE1.5 Know how to begin to ask questions about their learning of Christianity (D) | RE2.5 know how to ask questions about the ideas studied to gain a deeper knowledge (D) | RE3.5 know how to ask questions to help interpret the messages in sacred texts and sources of wisdom (D) | RE4.6 know how to ask questions that have no agreed answers (P), respecting the views of others who answer differently (D) | RE5.5 Know how to ask questions about what it means to be a believer in Britain today and make comparisons to their own lives and choices (D) | RE6.5 know how to question world views and beliefs sensitively, respecting different viewpoints (D) |        |

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| Curriculum End Points |                                                                                    |                                                                                                                |                                                                                                                     |                                                                                                                                  |                                                                                                                                                                |                                                                                                                              |                                                                                             |                                                                                                                                           |                                                                                                |
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| Curriculum end points | Nursery children should be able to:                                                | Reception children should be able to:                                                                          | Year 1 children should be able to:                                                                                  | Year 2 children should be able to:                                                                                               | Year 3 children should be able to:                                                                                                                             | Year 4 children should be able to:                                                                                           | Year 5 children should be able to:                                                          | Year 6 children should be able to:                                                                                                        | Year 7 children should be able to:                                                             |
|                       | Recall knowledge specified within the KCPDs for Nursery                            | Recall knowledge specified within the KCPDs for Reception                                                      | Recall knowledge specified within the KCPDs for Year 1                                                              | Recall knowledge specified within the KCPDs for Year 2                                                                           | Recall knowledge specified within the KCPDs for Year 3                                                                                                         | Recall knowledge specified within the KCPDs for Year 4                                                                       | Recall knowledge specified within the KCPDs for Year 5                                      | Recall knowledge specified within the KCPDs for Year 6                                                                                    | Recall knowledge specified within the KCPDs for Year 7                                         |
|                       | Talk about the things that are special to them (stories, people, times and places) | Give reasons as to why things are special to them (stories, people, times and places)                          | Identify messages in stories about Jesus, relating these to their own lives                                         | Understand that some stories are only found in Christianity (e.g. New Testament) but some are shared by Judaism and Islam.       | Interpret the religious messages of sacred texts and other sources of wisdom and use these to reflect on their own lives and the lives of religious believers. | Compare and contrast the Hindu faith with other religions studied. (including Christianity and their own values and beliefs) | Evaluate messages from sources of authority and wisdom, reflecting on their own experiences | Interpret and evaluate a range of sources from religions and world views, expressing insights whilst agreeing or disagreeing respectfully | Debate whether the teachings of Jesus have stood the test of time                              |
|                       | Talk about belonging in Nursery and caring for their classroom                     | Explain that humans belong within different communities within the wider world and know how to care for things | Understand why care for others is important and how we use stories and laws to help us live together in a community | Describe how the beliefs of Judaism and Christianity determine ways of life and identify any similarities within their own lives | Compare and contrast religious practises and beliefs across different faiths and draw parallels with their own lives                                           | Begin to reflect on the idea that a spiritual journey can be physical (pilgrimage) and metaphorical (journey of life)        | Identify the impact of religion on a personal, local, national and global level             | Synthesise their understanding of all beliefs studied, identifying parallels in their own values and lives                                | Explain the impact of religious buildings on the communities they serve                        |
|                       | Demonstrate respect and tolerance for differing views of others                    | Demonstrate respect and tolerance for differing views of others                                                | Describe significant places and celebrations of believers                                                           | Demonstrate respect and tolerance for differing views of others                                                                  | Demonstrate respect and tolerance for differing views of others                                                                                                | Demonstrate respect and tolerance for differing views of others                                                              | Demonstrate respect and tolerance for differing views of others                             | Make value-based choices as a consequence of the meanings they have extracted from their learning in RE                                   | Discuss the impact of and connections between ideas and practices of religion in Britain today |
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